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ABSTRACT

A guide for understanding the New Mexico statewide evaluation program is presented. It includes the following main sections: (1) educational evaluation: 1969 to Current, (2) Senate Memorial 40, (3) entry phases in objective based evaluation program, (4) schedule of evaluation activities for 1972-73 school year, (5) specific duties for MAP representatives, (6) selection of objectives rating committees, (7) instructions for objectives raters, and (8) objectives rating packets. (CK)

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A MANUAL TO AID THE UNDERSTANDING AND IMPLEMENTATION OF STATEWIDE EVALUATION

TM 003 027

NEW MEXICO STATE DEPARTMENT OF EDUCATION

1972-73

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SUPERINTENDENT

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A Manual to Aid the Understanding
And
Implementation of Statewide Evaluation

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PREFACE

Educational accountability has in recent years become a commonly used term that has seemingly spurred educators to attempt a variety of methods for informing the public of the status and effectiveness of programs as well as to provide a foundation on which to base proposals for program changes. To satisfy the demands by educators, legislators, and the general public, statewide evaluation programs have been initiated in several states.

In New Mexico, the Department's commitment to the development and implementation of an effective statewide evaluation program has been stated by Mr. DeLayo to committees of the legislature and to groups of educators. This commitment as well as the progress toward this end are explained in the text of a presentation given by Mr. DeLayo to the Legislative Finance Committee on April 20, 1972. For your information, the text of the presentation is included in this Manual.

The concepts of evaluation and accountability are not new either in business or in education. The practices currently advocated differ from some used in the past perhaps only in the universality of their advocacy and in the insistence from state level public officials that educators at the local level use the results of evaluation data to assess program strengths and weaknesses, to aid in the counseling of individual students whenever possible, and to provide a reliable basis on which to base program revisions (improvements).

The implementation of the MAP concept in New Mexico and in other states is an attempt by educators in key leadership positions at the state level to meet the public's demand for rational program changes at the local level and for educational accountability. In carrying out your role as a MAP representative, particularly as it relates to evaluation, you are asked to bear in mind that

"EVALUATION IS THE HEART OF ACCOUNTABILITY BECAUSE VALID ASSESSMENTS MUST BE MADE IN ORDER TO DETERMINE WHETHER PROMISES HAVE BEEN KEPT."

Leonard J. DeLayo
Superintendent of Public Instruction

PRESENTATION FOR

LSSC – LFC

Hearing

April 20, 1972

INTRODUCTION

I am here today to reiterate our firm commitment to see that the evaluation program for our public schools is in full operation by May, 1973, and that we will be able to show evidence of concrete improvement in education at that time.

Problems with respect to this commitment have been evident.

The main problem which we have encountered is the establishment of an ongoing system for utilizing the data collected in our evaluation effort by our Instructional Division staff members. This represents our biggest challenge and one which we are correcting.

You can see that the efforts of the Legislative School Study Committee in asserting leadership toward evaluation and its continued efforts augmented by the Legislative-Finance Committee have not been in vain.

Today, several of my staff members are here to assist in answering questions.

Mr. Perrin and Mrs. Collie can answer questions in general, Dr. Barck and Mrs. Padilla are here to answer questions regarding the Statewide Testing Program. Dr. Barck's expertise in analyzing test data has provided the Department of Education with a statistical capability which augments very well the work we are doing with Dr. Klein and Dr. Alkin.

Mr. Giron and Mrs. Taylor are here to answer questions relative to our zero base efforts as it relates to evaluation.

STATEWIDE TESTING PROGRAM

Last October we administered the Statewide Testing Program to 60,000 first, fifth and eighth graders. These test results reveal that our first graders have a wide range of ability. We have found again that differences in ability fall roughly along ethnic lines. This, we feel, is due more to economic conditions of the family rather than innate ability. At the present time we are in the process of computerizing economic data for each school district which may give us more insight into this condition.

The results of the fifth grade test reveal that the 25,000 students tested attained at fourth grade-seventh month, or four months below national average.

It was found in the fifth grade test, that students in larger schools (5000+) scored better than did students in smaller schools (500 or less).

Again, fifth grade Indian children scored the lowest.

The eighth grade test shows that the 23,000 students in this grade are almost one year behind the national norm.

The larger schools achieved at 7.4 while the smaller districts were about 6.9 for this test as compared to the national norm of 8.1.

At the eighth grade level, we found that Indian students were achieving at grade five-fifth month, while the Anglo counterparts were at eighth grade-second month level.

We now have test data for a three-year period, which shows at both the fifth and the eighth grade levels, a slight decline in achievement. However, Indian students show significant gains in reading, spelling, and study skills.

Analyses indicate that our weak areas are in reading and language development for the Spanish and Indian students and in mathematics for the Anglo students.

There is such a diversity of indicated ability and achievement that no common curriculum can meet the educational needs of the state.

UTILIZATION OF DATA BY OUR STAFF

At this time, we are working extensively with our staff members to refine our procedures for the use of the data from our school visitations, our statewide testing program, and our objective based evaluation effort in order that this system can be implemented early in the fall of 1972.

The Districts in Depth Project, we feel, has much merit and will be a useful tool for utilization of data and implementing successful projects in schools as soon as an evaluation design is completed to assess its effectiveness and as soon as we increase our staff participation from the present 10 members in this project to at least 40.

The Right to Read Project is just getting underway and will be useful for utilization of test results and evaluation data with respect to reading and language development.

The utilization of federal and state dollars to meet specific school needs is becoming a reality.

One project which shows promise is our parent liaison program which is being expanded.

Our efforts in bilingual education are hitting at the heart of our language development programs.

In addition to these programs, as well as our ongoing activities, we have found it necessary to constantly review the Mora Project of last year, we have conducted a full scale investigation of the Espanola Schools, two of our staff members are now in the Animas District running that district, one staff member is now at the Luna Area Vocational School operating that school, and we are moving into Encino on a full scale investigation of May 3.

Our effort in implementing the open school concept shows promising rewards with respect to devising programs to meet the wide range of ability and achievement of our students.

Our zero base effort is unparalleled with respect to duties of our staff members and our effort to implement the evaluation system. This effort has received national recognition and prominence for use by the U. S. Office of Education in the 50 states.

Another project which shows much promise but has not as yet been implemented is our master teacher plan where we utilize successful teachers in a good program to go to other schools with similar problems and assist in implementing these programs.

Our efforts this past year have been primarily centered on the elementary school level; however, we plan to launch new efforts at the secondary level next year in addition to those ongoing in the elementary schools.

CONCLUSION

In conclusion, then let me say that our evaluation effort is several months ahead of schedule. With the additional funds appropriated by the Legislature for the evaluation effort for 1972-73, we are going to be able to expand our check points from one to three age levels and devise tests for all areas.

Again, we are fully committed to seeing that our evaluation program is in full operation by May, 1973, and that we will be able to show evidence of concrete improvement in education at that time.

We know that our main job is the reordering of our staff utilization time to the things we have talked about today and have made that our number one priority.

NEW MEXICO EDUCATIONAL EVALUATION: 1969 TO CURRENT

In 1969 a concern was expressed in the New Mexico State Legislature that the Department of Education should strive to improve its procedures to bring about more efficient evaluation of school programs. That same year the legislature passed Senate Bill I which mandated that 1/3 of the schools in New Mexico would be evaluated each year.

In June of 1970, a decision was made to shift primary emphasis to an objective-based evaluation. The resulting statewide objective-based evaluation system provided that a locally chosen committee in each district would select objectives from existing banks, and rank them according to their local priorities. Instruments were then constructed to test the chosen objectives. If the existing objective bank lacked a specific objective perceived to be important in the local district, it could be added to the bank. Objectives helped specify the student outcomes a district wished to achieve. Since it is not possible to test everything, this meant that objective selection would provide us with a vehicle to identify what was and what was not considered important by a local district so that its schools could assess the attainment of objectives they gave the greatest priority. The system included the opportunity for the inclusion of specific objectives that might be considered of overriding statewide importance.

With the decision to implement an objective-based evaluation came the subsequent decision to acquire the technical assistance of Educational Evaluation Associates, Los Angeles, California. Dr. Stephen Klein, representing E.E.A., contracted with the State Department of Education to aid in developing an evaluation design capable of assessing relative knowledge and skills of the student population in New Mexico. Since evaluation necessarily begins with the statement of goals and objectives that might be important, local district educators were trained, through workshops, to write meaningful objectives. Once objectives were written at the local level, they were revised in their form and criterion-reference measurements were devised and field tested. Some of the specific components were as follows:

(1) Objectives were to be generated by local districts in New Mexico. Revisions could be made at the state level.

(2) From the resultant objective bank, districts were to rate the objectives according to local priorities. All districts were to retain the right to add to the bank objectives which they perceived to be important but not in the existing bank.

(3) A frequency count of the ratings yielded a cluster of 20 objectives most frequently chosen. These 20 objectives came to be called the common core.

(4) The common core could reflect any additional statewide concerns in education.

(5) The measures for the common core were to be formulated and given to all senior students in the districts where objectives were rated.

(6) Data on the objective-based evaluation was to be available to the Instructional Services Division by August 15, 1973.

(7) There would be expectancy levels to estimate what students within a district should reasonably be able to attain. These expectancy levels would be compared to what actually was attained on the objective-based tests.

(8) The long-range goal for statewide evaluation would be to develop a system wherein New Mexico school districts can be accredited, in part, upon the basis of student performance as indicated by the results of the statewide evaluation program.

It is intended that the objective bank be up-dated or revised whenever necessary to broaden and clarify its contents within the basic skill areas: math, social studies, science, and communicative skills.

In May of 1972, the field tests involving 59 districts were administered. Tests were developed for the twenty common core objectives and were used as the field tests. Eighteen tests originated from the twenty common core objectives. Three of the objectives emphasized skills and knowledge with maps, graphs, and charts, and were combined to form one objective.

The data from this testing is now being analyzed. The central feature of this analysis is to provide an index of how well a school district is doing in meeting its objectives relative to the expected achievement. Thus, the results are reported in terms of whether the district is performing below, at, or above its expected level.

During the past spring and the first part of the summer, the department also has been working on developing objectives for a fifth area; namely, career education. A tentative set of objectives has been developed and reviewed for this purpose. A revised set will be used this fall with the districts which heretofore have not been involved in the objective-based system.

This year the remaining one-third of the districts will rank objectives and all 88 districts will be involved in the 12th grade testing program. The two-thirds of New Mexico's districts which previously ranked objectives have the option to re-rank objectives this year if they choose to do so.

An additional component of the current Evaluation and Assessment Unit is the standardized testing program. This program provides data about how well schools and students are doing in achieving basic skills and knowledge. Children in grades 1, 5, and 8 are tested with standardized measures dealing with educational objectives that are of statewide concern (as distinguished from local concern). These tests provide information about student performance in general academic ability at grade 1, and reading, language, arithmetic, and study skills at grades 5 and 8.

Another facet of evaluation of New Mexico schools is Senate Memorial 40 which was passed in 1971. A summary of the salient features of this bill follows.

The time table of the evaluation unit calls for the development of a long range, statewide evaluation plan that will be presented to the State Board of Education at its October meeting.

SENATE MEMORIAL 40: SUMMARY

In the thirtieth legislative session, 1971, a memorial was passed requesting the establishment of local educational evaluation committees in the various school districts that have no current evaluation procedures.

In short the memorial suggested:

a) Emphasis on districts with no current evaluation procedures.

b) The committees be appointed by the Governor from a list submitted by the superintendents. The committee would consist of ten persons with a maximum of two teachers. The other members would be concerned community persons.

c) The committee visit and observe schools.

d) The committee provide open discussions concerning school issues.

e) The establishment of long and short range goals.

f) Committee reports be made to the Governor, local school board, State Superintendent of Public Instruction, and the Legislative School Study Committee.

In 1971-72 the first ten districts were involved in the implementation of Senate Memorial 40. An additional ten districts will be included in the 1972-73 school year.

It is hoped the reader will not confuse the local educational evaluation committees suggested in Senate Memorial 40 with any of the state mandated procedures included and implemented through Senate Bill I (Law, School Code 77-7-2, WY).

ENTRANCE PHASES IN OBJECTIVE-BASED EVALUATION PROGRAM

During 1970, the first year of the objective-based evaluation effort, twenty-seven school districts wrote objectives for their districts. Objective-writing workshops for district personnel were held. No tests were administered the first year.

The second year thirty-two districts were added, bringing the total districts involved to 59. The 59 districts were given an opportunity to add to the objective bank and asked to rate the objectives for their local district according to their local priorities. Tests were constructed and administered to these 59 school districts in May, 1972.

The remainder of the school districts, approximately 30, will be involved for the first time this year. They will rate objectives for their local districts. Tests will be revised and constructed, then administered in all districts in March, 1973.

A chart is attached that lists the districts with the group in which they entered the objective-based evaluation program. The unit person responsible to work with the specific "A" (first year), "B" (second year), and "C" (third year) districts is listed according to his or her assignment.

DISTRICT
ENTRY SCHEDULE

1972-73 32 DISTRICTS DISTRICT A – ALAN MORGAN	1971-72 33 DISTRICTS DISTRICT B – ROBERTA STUART	1970-71 26 DISTRICTS DISTRICT C – CRAIG STINIKER
ALBUQUERQUE – SOUTH	ALBUQUERQUE – EAST	ALAMOGORDO
BLOOMFIELD	ANIMAS	ALBUQUERQUE – NORTH
CAPITAN	ARTESIA	AZTEC
CARLSBAD	BERNALILLO	BELEN
CLAYTON	CARRIZOZO	CENTRAL
CLOUDCROFT	CHAMA	CIMARRON
COBRE	DES MOINES	CLOVIS
CUBA	DEXTER	CORONA
DEMING	DORA	DULCE
ESPANOLA	ELIDA	GADSDEN
EUNICE	ENCINO	HOBBS
FARMINGTON	ESTANCIA	LAS CRUCES
FORT SUMNER	FLOYD	LOS ALAMOS
GRANTS	GALLUP	LOS LUNAS
HATCH	GRADY	MAGDALENA
LAS VEGAS CITY	HAGERMAN	MAXWELL
LAS VEGAS WEST	HONDO	MORA
LORDSBURG	HOUSE	RATON
LOVINGTON	JAL	ROSWELL
MELROSE	JEMEZ MOUNTAIN	ROY
MORIARTY	JEMEZ SPRINGS	SOCORRO
OJO CALIENTE	LAKE ARTHUR	TAOS
PECOS	LOGAN	TEXICO
POJOAQUE	LOVING	TUCUMCARI
PORTALES	MOSQUERO	TULAROSA
QUESTA	MOUNTAINAIR	WAGON MOUND
SANTA ROSA	PENASCO	
SILVER CITY	QUEMADO	
SPRINGER	RESERVE	
TATUM	RUIDOSO	
TRUTH OR CONSEQUENCES	SAN JON	
VAUGHN	SANTA FE	

INTEROFFICE MEMORANDUM

August 25, 1972

TO: MAP Personnel, New Mexico Department of Education

FROM: Luciano R. Baca, Director of Evaluation

SUBJECT: Schedule of Evaluation Activities for 1972-73 School Year

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Listed below are the dates which constitute the schedule of evaluation activities for the 1972-73 school year. This schedule is intended to familiarize you with the two major components of the New Mexico evaluation effort: 1) the objective-based procedure and criterion-referenced tests used to measure progress toward those objectives; and 2) the statewide testing program which utilizes norm-referenced tests. The latter program activities will be indicated by an asterisk.

Any revisions or additions to this schedule will be brought to your attention as they occur.

September 7, 1972	–	Workshop: Superintendents from "A" school districts (32 districts that will become a part of the objective-based evaluation process for the first time.)
September 18, 1972	–	MAP personnel begin workshop on selection of objectives in 32 "A" districts.
		MAP personnel available to assist 58 "B" and "C" school districts in reviewing and reranking their objectives (reranking process is optional).
*September 11-30, 1972	–	Pre-test workshops for norm-referenced tests in all districts. MAP representative available for assistance.
*October 2-13, 1972	–	Administration of norm-referenced tests in grades 1, 5, and 8.
*October 20, 1972	–	*Deadline* for returning answer sheets to the State Department of Education
November 1, 1972	–	The selection and review of priority objectives will be completed.
*November 30, 1972	–	Test reports returned to LEAs by scoring services.
*December 4-8, 1972	–	Post-test workshops in 5 regional areas for interpretation of test data. MAP representative available at respective regional workshops for assistance in interpretation to districts and non-public schools.
November 15 – January 1, 1973	–	Measures for priority objectives will be constructed, revised, and prepared for printer.

MAP Personnel – Schedule of Evaluation Activities – 1972-73 School Year

*January 2, 1973	–	MAP representative available to encourage LEAs to inform school boards, parents, other interested community members of results and interpretations.
January 15, 1973	–	February 12th MAP Evaluation Workshop agenda finalized.
January 1 – February 15, 1973	–	Printing of measures for priority objectives.
February 12, 1973	–	MAP Evaluation Workshop.
March 1, 1973	–	Prepare for administration of tests.
March 1 – March 30, 1973	–	Administration of criterion-referenced tests.
April 2 – April 11, 1973	–	Scoring and coding of test results.
April 12 – April 27, 1973	–	Analysis of test results – Educational Evaluation Associates.
May 7 – May 30, 1973	–	Dissemination of test results to school districts, to State Department of Education personnel.
April 1 – June 1, 1973	–	Data Sniffing–additional analyses of test results.
June – September, 1973	–	Review, Revise, and Refine – objectives and measures.

SPECIFIC DUTIES FOR MAP REPRESENTATIVES – 1972-73

DUE DATE	LEA TYPE	DUTY
1. Current	B, C	Familiarization with your LEAs' priority objectives as ranked last year. See Table 3, *Final Rankings* for Each Area in _____ *School District*.
2. Current	A, B, C	Determine LEA School Evaluation Coordinator in conjunction with Superintendent.
3. 9/7/72	A	Superintendent's Workshop, Thursday, *September 7*, Education Building Board Room, 9:30 a.m. to 12:30 p.m. Initiate scheduling of workshops for objective selection and ranking; discuss selection and composition of district's objective rating committee. MAP representatives may wish to contact the Superintendent at this time.
4. 9/18/72	B, C	Notify Evaluation Unit of districts' decision on option to 1) re-rank objectives; or 2) not re-rank objectives. If *option 1* is chosen: work with LEAs to establish or re-establish objective rating committee; determine schedule for workshops. Notify Evaluation Unit of amount of materials needed for workshops (sets of objective cards, rating forms).
5. 9/18/72	A, B, C	Workshops for selection/ranking of objectives for "A" districts begin. Workshops for those "B", "C" districts opting to re-rank objectives begin.
6. *9/11/72-9/30/72	A, B, C	Pre-test workshops for norm-referenced test in all districts. MAP representative available for assistance.
7. *10/2/72-10/13/72	A, B, C	Administration of norm-referenced tests in grades 1, 5, and 8.
8. *10/20/72	A, B, C	*Deadline* for returning answer sheets to the State Department of Education.
9. 11/1/72	A, B, C	Workshops completed. Selection, review, and ranking of priority objectives for *all* 89 districts completed. Make sure district files copy of priority objectives, Table 3, with Evaluation Unit Office by *November 1, 1972.*
10. *12/4/72-12/8/72	A, B, C	Post-test workshops in 5 regional areas for interpretation of test data. MAP representative available at respective regional workshops for assistance in interpretation to districts and non-public schools.
11. *1/2/73	–	MAP representative available to encourage LEAs to inform school boards, parents, other interested community members of results and interpretations.
12. 1/15/73	–	February 12th MAP Evaluation Workshop agenda finalized.

13.	2/12/73	–	MAP Evaluation Workshop. Includes procedures: random selection of students for appropriate tests, test administration, dissemination and interpretation of results.
14.	3/1/73 3/30/73	A, B, C	Administration of Criterion-referenced tests.
15.	5/7/73- 5/30/73	A, B, C	MAP representative assists in dissemination and interpretation of test results to school districts. Assists LEAs with program review and improvement process.

*Indicates duties and activities for the norm-referenced testing program.

SELECTION OF OBJECTIVE RATING COMMITTEES

When organizing the committees for the selection or review of objectives, it is suggested that 25 to 30 people be chosen. The optimum situation is as follows:

5 teachers
5 students
5 administrators
5 parents or community representatives
5 curriculum specialists

The five curriculum specialists should be chosen, one each, in the five areas; math, science, communicative skills, social studies, and career education.

Those chosen should be divided into five groups so that one person from each area will be represented. For example, an ideal committee would have one teacher, one student, one administrator, one parent or community representative, and one curriculum specialist.

If a person would feel more comfortable working in a given academic area, remind him that all objective decks will be reviewed by each person in the course of the rating procedures.

The examples given thus far have been for an ideal situation. In the event one cannot arrive at the suggested committee makeup, some compromises may have to be made. For example, if there are not enough people to represent a classification as illustrated above, substitutions may have to be made. For example, if a district has no curriculum specialist, a teacher, student, or community representative may have to be substituted.

The superintendent or his designee is responsible for arranging to have the facilities and the people available and ready on the arranged date for the objective rating.

Minimum material needs are:

room large enough for 35 people
5 tables
30 chairs (6 chairs at each table)
30 pencils or pens

The MAP representative will work with the local superintendent to coordinate dates and any other necessary items.

INSTRUCTIONS FOR OBJECTIVE RATERS

1. After the raters have been divided into five groups, every member of each table is to be given a deck of objective cards. The cards at one table will all be for communicative skills, a second table will have math, social studies will be at a third table, science at a fourth table, and career education at a fifth table.

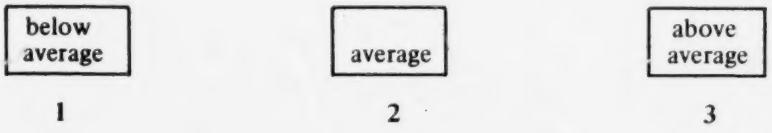
2. First, look through the complete deck of cards to familiarize yourself with the objectives.

   In making your decisions, consider what things students graduating from your school should be able to do or what general attitudes they should have. There are no right or wrong decisions. Use your judgment and consider the needs of the students in your districts.

3. Now pick out an objective you feel is *above average* in importance; i.e., at least 80% of the seniors in your district should be able to do this by the time they graduate. This objective does *not* have to be the one you think is the *most* important, just one you believe to be of above average importance. Place this card to your right.

4. Next, select any objective you consider to be among the *least important* in your deck. Place this card to your left.

5. Now select an objective you consider to be among those of *average importance*. Place this card in the middle. You should now have three piles for objectives: one on your right which you consider above average in importance, one on your left which you consider below average in importance, and one in the middle for those you consider of average importance.



6. Sort the remainder of the cards by putting them into the piles which you feel they belong. Each pile must have *at least five cards* in it when you finish.

   If you believe that there are some important objectives missing from a deck, write them on the blank cards provided and include them in your set of objectives labeled "*above average importance*".

7. Allow time for the selection of objectives.

8. Give each group of copy of Table I. (the Table I's for each group are the same color as the objective cards). Have one person in each group fill in the name and district code along with the date.

9. Assign a letter code for each group. Have the first group circle "A" on Table I, the second group circle "B", the next group will circle "C", the fourth "D", and the fifth "E".

10. Have each person sign his name on the line in the upper-right-hand corner that corresponds with his classification. Please note: the number of this line is the same line to use on the objective grid below.

11. Before recording your ratings on a tally sheet, it is very important that you know the number value assigned to each pile. The number values are as follows:

below average	average	above average
1	2	3

12. Record your ratings on Table I. Use line one if you are a student, line two if you are a teacher, etc. The objective decks and rating tables are color coded; check to insure that you are using the correct rating sheet.

13. Total the scores for each objective and place the total on the line shown as "team total".

14. Select a team captain.

15. Complete Table 2 by reaching agreement on which of the objectives in this area the team believes are most important. This can be done by adding the total scores for each objective listed on Table I. A minimum of 5 and a maximum of 15 objectives with the highest total score should be those which are considered to be most important by the majority of the team.

16. Have the team captain record the decisions on Table 2 by entering the last three digits of the objective number, which is in the *upper-left-hand* corner of the card.

    The objectives listed on Table 2 *do not* have to be in order of importance.

17. After Table 2 has been completed, have each team member sign his name on the line corresponding with his classification.

18. The team captain should check to insure that Tables 1 and 2 have been completed properly. Be certain your district's name and code number are entered, and that the team letter (A,B,C, etc.) has been circled. NOTE: Each district's code number is listed in SDE's publication, *Number, Please*.

19. After each team has completed its selection of objectives in an area, the teams should shuffle their decks and pass them to the next group in a clockwise direction (if possible). Each team should now have objective decks in a different area. Make sure each group has the proper Table I for the new area. The rating process is repeated until *all teams have rated all five areas.*

20. The raters may want to split the process into two sessions, on consecutive days. A decision should be made before proceeding to the next rating.

21. Each team should now have five Table 2's, one for each of the five areas. Make a copy of each Table 2 to be kept by the district.

22. The five team captains meet to finalize the selection of objectives in each area. At this point it becomes a bargaining process, and compromises may have to be made. As agreement between team captains is arrived at 5-15 objectives should be entered on Table 3.

    Please make sure that the district's name and code number are entered at the top of the page. Table 3 should be signed by the local district's superintendent or his designee.

23. Tables 2 and 3 should be turned in to the workshop leader, or mailed to the Evaluation Unit, SDE, Santa Fe, New Mexico, no later than November 1, 1972.

OBJECTIVE RATING PACKETS FOR MAP REPRESENTATIVES

A full script and set of transparencies have been prepared for your use in presenting an objective rating workshop. This can be checked out from the evaluation unit if you desire.

When you hold an objective rating workshop, the following items are required:

Table 1's, 6 for each of 5 areas, total 30
Table 2's, 6 for each of 5 areas, total 30
Table 3's, 3 total

Map manual entitled, *A Manual to Aid the Understanding and Implementation of Statewide Evaluation.* This manual contains the following important material: DeLayo's comments on Evaluation, New Mexico Educational Evaluation: 1969 to current; Senate Memorial 40: Summary, Entrance Phases in Objective Based Evaluation Program, District Entrance Schedule, Schedule of Evaluation Activities for 1972-73 School year, Specific Duties for MAP Representatives, Section of Objective Rating Committees, Instructions for Objective Raters, and Objective Rating Packets.

Decks of objective cards, 6 sets for each area.

6 math decks
6 science decks
6 social studies decks
6 career education decks
6 communicative skills decks

CRITICAL: All completed Table 1's, 2's, and 3's **MUST** be returned to the Evaluation Unit. *Copies* of these tables may be retained by the district.